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ABSTRACT

This teacher's guide is designed to accompany a series of sixteen 15-minute television programs titled "By the People." The program's objective is to motivate high school students to appreciate the role they can play in their nation's political process. Content of the 16 lesson plans parallels the television material and includes the following topics: politics and conflict, politics and the individual, acquiring and evaluating information, making judgments and decisions, choosing and supporting a candidate, voting, influencing political decisions, groups and the political process, and using legal assistance and government agencies. Each lesson plan identifies key concepts, student objectives, a synopsis of the related television program, vocabulary, discussion questions, and simulation and research exercises. The activities help students relate aspects of their daily lives at school and in the community to a broader political environment. (AV)

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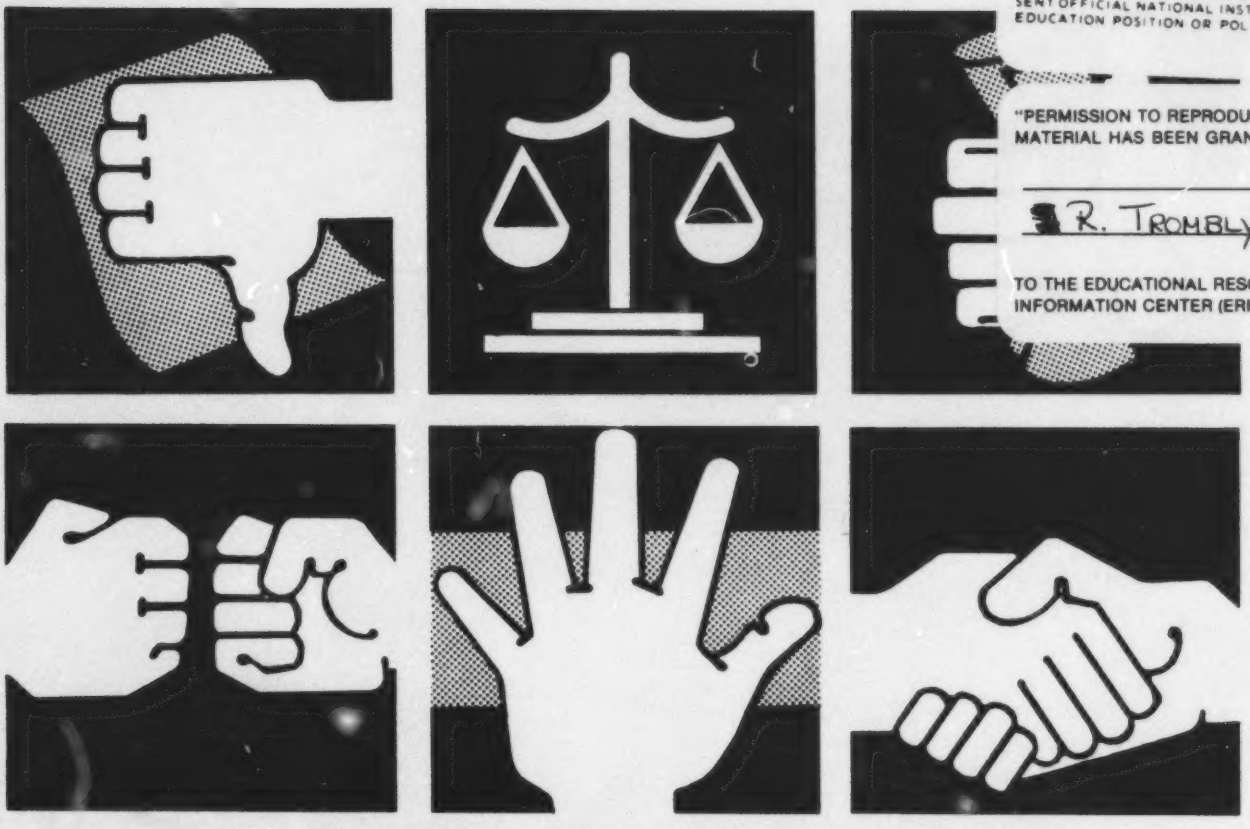

BY·THE·PEOPLE

A Series on the American Political Process for Secondary Students

SO 013 534

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A Teacher's Guide to

BY THE PEOPLE

.... sixteen, 15-minute television programs on the American political process

Featuring	Pat Blake
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BY THE PEOPLE USING THIS GUIDE

A better understanding of the concepts and objectives presented in BY THE PEOPLE will be gained by reviewing the instructional materials contained in this Teacher's Guide prior to program viewing by students.

The guide for each program uses the same format: The **Program Title** is followed by the **Concept(s)** treated and specific **Objective(s)** to be met, as well as by a brief **Synopsis** of the storyline.

A **Vocabulary List** gives some of the key words used in the program. These words can be written on the board prior to program viewing, and students can be asked to research and provide definitions.

Following the vocabulary list, several **Discussion Questions** are posed. The first is a "pre- or post-broadcast question." Teachers who prefer an opening discussion before viewing might use this question as introductory; otherwise, it can be used as a leading question after viewing the program. Subsequent questions and discussion activities are designed to put program concepts into practice.

The guide for each program contains a **Simulation Exercise** and a **Research Exercise.** The former provides students with actual "in class" practice of program concepts; the latter may deal with either contemporary or historical events.

The activities and discussion questions in this Teacher's Guide are only suggestions. Individual teachers or groups may wish to alter some activities to suit their particular needs, or they may wish to initiate other activities of their own. In either case, it is important that there be follow-up to the programs.

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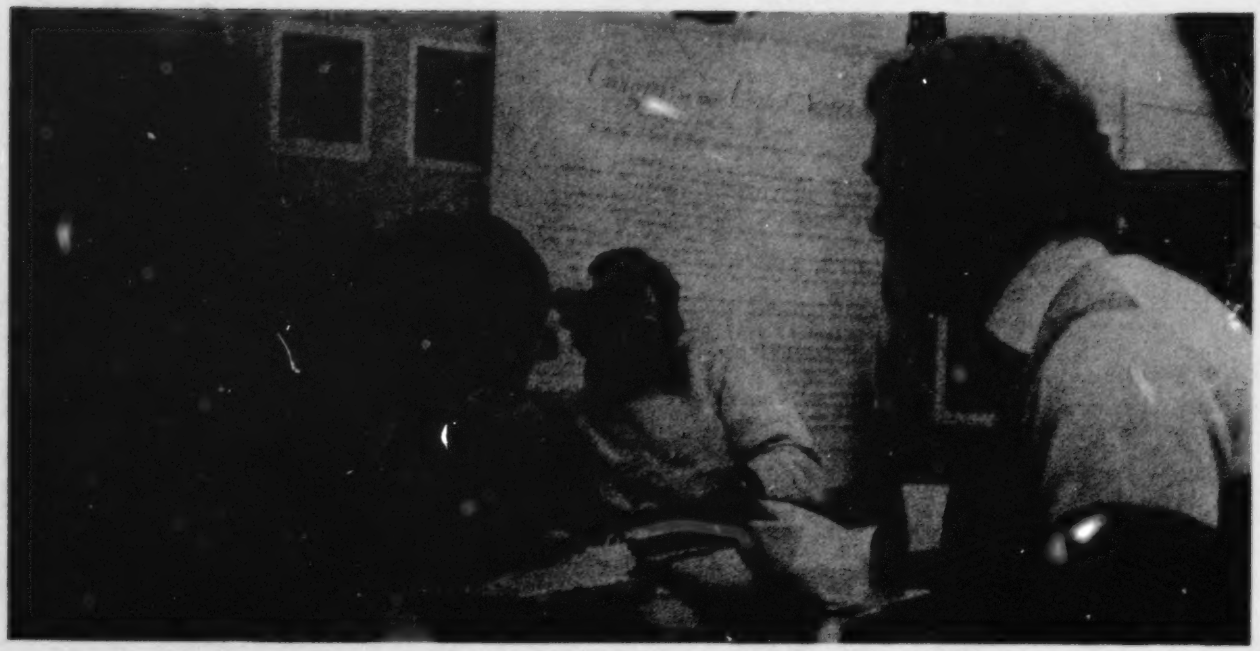


BY THE PEOPLE INTRODUCTION

BY THE PEOPLE is a series of sixteen, 15-minute television programs for high school students. Its principal aim is to motivate young people to appreciate the role they can play in the political process of their nation.

Recent research has found that many high school students are unaware of the political process and how it works. Many more are not interested in learning about politics . . . . in school. This series of programs has been devised with these challenges in mind.

The programs are set in a classroom, and present realistic political problems and situations as they might naturally arise in the lives of high school-age youngsters. The main action revolves around Ed Mason — a homeroom and political science teacher — who seizes every opportunity to help his students apply the political process in their daily lives.

The series does not present the "workings" of government, per se; rather, it concentrates on such basic citizenship competencies as decision making, information evaluation, and choosing, supporting and electing a candidate. Students who watch the series will see other young people involved in the political process, and should gain a better understanding of how the process works for each individual in society.

BY THE PEOPLE is a series designed to promote this philosophy: If our American form of democracy is to operate for the people, it must be operated *by the people.*

BY THE PEOPLE

program 1

PROGRAM TITLE

Your Stake in the Political Process

CONCEPTS

Political events and conditions affect people's lives. Citizens can influence political events and conditions that affect people's lives.

OBJECTIVES

Students will be able to:

- Describe how political events and conditions affect their lives.
- Explain how citizens can influence political events and conditions.

PROGRAM SYNOPSIS

Senior Career Day at Central High School has been cancelled. The students denounce this "arbitrary" decision by the school administrators; but their teacher, Ed Mason, helps them to understand that the cancellation resulted from an apparent lack of student interest. As the students at Central High explore this situation, the viewer is made aware of the meaning of "politics" and of the way in which people in society are affected by others — or can, in turn, affect others in their society. Through the actions of Mr. Mason's students, the viewer comes to understand the value of learning how to become involved in the political process.

VOCABULARY

(1) politics _____

(2) cause _____

(3) democracy _____

(4) violation _____

DISCUSSION QUESTIONS

1.* *(Pre- or post- broadcast question)*
Invite students to list examples of political decisions made by other people that affect their lives on a day-to-day basis. To prepare them for this activity, students can be reminded of various street signs, license requirements, etc. that they come in contact with daily.

2. The program gave some examples of people becoming involved in causes of particular interest to them. Invite the students to discuss any causes in which they might like to become personally involved. Have them suggest ways in which they could put their interest for involvement into action. (Invite the students to follow-through with the appropriate action.)

3. Ask students to identify and list the appropriate people or departments they would need to contact if they wished to become involved in the following issues
   (a) rent control
   (b) objection to the construction of a local airport
   (c) river and/or water pollution
   (d) street safety — traffic regulations

4. Invite a speaker from a local "activist" group (such as The Historical Society, Environmental Protection Agency, League of Women Voters, Better Business Bureau, or Urban League to talk on the subject of "Political Involvement in a Cause."

SIMULATION EXERCISE

Invite students to stage a mock campaign dealing with an issue of general class interest: student elections, student parking, legal driving age, etc. Have several class members act as campaign speakers for and against the issue. The class should listen to and evaluate each of the speakers based on their presentations and then vote for the position they would support. Class members can then be encouraged to write a short statement giving specific action(s) they would suggest taking in an attempt to support or to defeat the issue.

RESEARCH EXERCISE

Ask students to select a person — from history or contemporary society — who has had a positive effect on the lives of others. Some suggestions are: Martin Luther King, George Meany, Harriet Beecher Stowe, Jonas Salk, Caesar Chavez, national politicians, local members of council and State government. Have them prepare and present a paper on the person of their choice. The paper should be a brief biography containing some precise information about the political and/or social contribution made.

BY THE PEOPLE

program 2

PROGRAM TITLE

Politics and Conflict

CONCEPTS

Conflict is an inevitable and natural part of group life. Conflict can be managed in a number of ways.

OBJECTIVES

Students will be able to:

- List several reasons for conflict.
- Identify various ways in which conflict is managed.

PROGRAM SYNOPSIS

Kelso has a conflict with a tire company over a tire he purchased that went flat three times in one week. Kelso's reaction is to wreak personal vengeance on the company; but Mr. Mason suggests that he would do better to manage the conflict in one of the ways provided by a democratic society. Through Mr. Mason's students' discussions of conflict and conflict management, the viewer learns that conflict is a natural part of society; that conflict is not necessarily negative; and that our political process provides various forms of conflict management that make it possible for people to live together in society . . . even if they have differing opinions.

VOCABULARY

(1) negotiation _____

(2) mediation _____

(3) vested interest _____

(4) treaty _____

(5) conflict management _____

DISCUSSION QUESTIONS

1.* (*Pre- or post- broadcast question*)
Ask students to discuss what society would be like if there were no laws governing our behavior, and if, when individuals or groups conflicted, they operated by the theory that "might makes right!"

2. Have students search a daily newspaper or weekly news magazine for examples of conflict on a local, national, or international level. List these conflicts on the chalkboard under the headings: CONFLICT—LEVEL—REASON—POSSIBLE CONFLICT MANAGEMENT.
Then ask students to discuss the itemized information in terms of the most frequent reasons for conflict, the most common forms of conflict management, and the conflicts which they personally experience. Invite them to discuss the effects of conflicts and conflict management styles on their own lives.

3. Encourage students to discuss the *vested interests* of any groups to which they belong. Ask them to identify the organization and to state the principles for which it claims to stand. Then, invite them to consider whether the group has any vested interest that is *not* being proclaimed. (For example, a Booster Club may claim to exist to raise money to buy uniforms; but its actual reason for existence may really be to coordinate the end-of-year dance.)

SIMULATION EXERCISE

Suggest that students act out the situation below. They should isolate the precise points of conflict and evaluate the most effective means of conflict management. They can follow the situation through to a possible resolution.

A meeting is taking place to decide how to use a $1,000 endowment the school has received from the PTA. A member of the basketball team asks for the money to buy uniforms and equipment for the upcoming inter-school tournament. The band representative believes the money should be given to the band, so it can travel to an important inter-state spring festival. The apiarist club spokesperson proposes that the club be given the money to buy bees, hives, and other equipment for use in club demonstrations.

RESEARCH EXERCISE

Have each student identify and research a specific point of conflict that was significant at some time in the nation's history. The information they provide should cover the reasons for the conflict, the type of conflict management used, and the ultimate resolution of the conflict — whether positive or negative (in both short and long term range).

Some topic suggestions: the Cuban missile crisis, universal female suffrage, the Three Mile Island nuclear crisis, the Panama Canal, boycotting the Olympic Games, the territorial rights of native Americans, the right to work/union movements.

BY THE PEOPLE

program 3

PROGRAM TITLE

Politics and the Individual

CONCEPTS

The right to disagree should be protected in a democracy. Legal provisions and other procedures are designed to protect the rights of individuals who disagree with the majority position.

OBJECTIVES

Students will be able to:

- State reasons why the rights of the individual should be protected.
- Identify legal provisions and other related procedures that protect an individual's right to disagree.

PROGRAM SYNOPSIS

Kathleen Mosher has written an inflammatory article for the school newspaper, of which she is the editor. Her article attacks the school board for its decision to consolidate Central High School with other high schools in the city. The school principal, Mrs. O'Brian, has withdrawn the newspaper from circulation on the grounds that school rules forbid the use of this publication to criticize the school or its administrators. Kathleen and the rest of the class are angered by this move, seeing it as a violation of their rights of freedom of speech. Mr. Mason uses this occasion to discuss with his class the whole issue of the rights of the individual — and the legal processes that exist to protect these rights.

VOCABULARY

(1) due process _____

(2) inalienable _____

(3) constitution _____

(4) right _____

(5) privilege _____

DISCUSSION QUESTIONS

1.* (*Pre- or post-broadcast question*)
Invite students to discuss the difference(s) between the rights of the individual in a democracy and the rights of the individual in a closed society, such as a dictatorship.

2. Have members of the class read aloud various Articles of the *Bill of Rights*. Encourage discussion on which of these rights seems most important to the students.
OR — Hold a debate on the importance of one specific right, such as the right to bear arms.

3. Have students write concise but informative letters to the editor of a local newspaper on one of the topics below. The letters should refer to the rights of an individual in a democracy:
   (a) the right of the Nazi party to be represented in this country
   (b) the right of the Ku Klux Klan to assemble and hold meetings
   (c) the right of parents to keep their children out of school and educate them personally if they so choose
   (d) the right of women to be members of a fighting force if they so desire

4. Invite the class to discuss or debate a school's right to inspect student lockers. Ask them to consider whether this is never justified; justified only under certain circumstances (if so, which?); or justified under all circumstances. How would students react if they believed that a fellow student had something hidden in a locker that was potentially dangerous to the whole school?

SIMULATION EXERCISE

Suggest that students "role play" the situation of a young person being arrested, accused of trespassing on and causing damage to a neighbor's property. Various students should be invited to act out the roles of different people who would be involved in following "due process of the law" from the time of the student's arrest to his/her sentencing or acquittal in court.

RESEARCH QUESTION

Compare and contrast the rights of the individual in American society with those of someone living in a contemporary non-democratic country. In a paper, present the facts relating to the constitution of that country and the provisions it makes (if any) for the rights of the individual. If the particular country under investigation has neither a constitution nor any specific guarantees of the rights of the individual, explain the way in which judgments or decisions about individuals are made.

BY THE PEOPLE

program 4

PROGRAM TITLE

Acquiring Information

CONCEPTS

Many sources of information on political issues exist. Information can be classified as fact or opinion. A number of methods exist for acquiring information.

OBJECTIVES

Students will be able to:

- Identify sources of information about political issues.
- Classify information as fact or opinion.
- List methods for acquiring information.

PROGRAM SYNOPSIS

The students of Central High have very strong feelings about the proposed consolidation of their school with a number of other district schools. Mr. Mason suggests that their heightened feelings may be hindering them from understanding the true nature of the issue. Through their classroom discussion and activities related to this issue, the viewer becomes aware of the ways in which information on an issue can be acquired and of the importance of acquiring both facts and opinions. The program explores and explains the differences between fact and opinion.

VOCABULARY

(1) fact _____

(2) opinion _____

(3) passion _____

(4) innuendo _____

(5) valid _____

DISCUSSION QUESTIONS

1.* (*Pre- or post- broadcast question*)
Write this statement on the chalkboard: "By the year 2000, more than 75% of Americans will be over 60 years old." Ask students to discuss how they would go about collecting relevant information to support or refute this statement.

2. Conduct a class poll to find out the medium used by most students to learn the daily news: radio; television; newspaper. Invite class discussion on which of these media gives the most detailed news, which is likely to affect an audience the most, and which medium they consider to be the most accurate.

3. Ask students to list the sources they would use to find more information about: (a) the daily weather forecast; (b) the number of registered voters in their city; (c) a candidate's views on a particular election issue; (d) the date of the first national election; (e) the current market value of gold.

4. From the daily newspaper, a television, or radio newscast, select an item of interest to students. Read the item aloud or make copies of it to hand out to them. Then ask students to find out more about the issue. Have them write down: (a) the source(s) they used; and (b) the specific information they acquired.

SIMULATION EXERCISE

Have several students address the class on a "serious" topic of general interest. Each address should contain a mixture of facts and opinions, as well as some statements in which insufficient information is provided. The rest of the class should listen to the speeches and call "Challenge" each time they consider the speaker to be using opinion or giving insufficient information. If the challenger is correct s/he scores 5 points. If s/he is incorrect, the speaker gains 5 points. The teacher can act as adjudicator.

RESEARCH EXERCISE

Ask students to contrast the information they find on a specific issue when applying the TRAWL (telephone; read; ask; write; listen) model. Invite students to select any contemporary issue. Have them compare the information they find out about it through each of the various TRAWL resources. Encourage them to make some judgments as to which resource seemed most reliable, and which seemed to provide the most thorough information.

BY THE PEOPLE

program 5

PROGRAM TITLE

Evaluating Information

CONCEPT

There are ways of evaluating information.

OBJECTIVE

Students will be able to:

- list several ways in which information can be evaluated.

PROGRAM SYNOPSIS

The students of Central High are still upset about the proposed consolidation of their school with other high schools in the district. They are concerned that merger information being distributed by the Mayor — and broadcast through various news media — is telling only part of the story. Mr. Mason uses this opportunity to encourage his students to understand the importance of evaluating any information they acquire on a given issue. Throughout the program, the viewer is able to see the importance of sorting out *valid* from merely *persuasive* information.

VOCABULARY

(1) assumption _____

(2) generalization _____

(3) evaluation _____

(4) statistics _____

(5) propaganda _____

(6) valid _____

(7) invalid _____

DISCUSSION QUESTIONS

1.* (*Pre- or post- broadcast question*)
Write on the board the statement, "Ninety-two percent of the people directly involved in the campaign indicated an interest in supporting the cause." Ask students to critique and analyze this statement.

2. Discuss "propaganda" with the class, reminding students that propaganda is not necessarily negative. Invite them to cite examples of propaganda used in a positive way.

3. Review the seven principles of propaganda with the class: "glittering generality; bandwagon; transfer; common folks technique; card stacking; testimonials; name calling." Ask students to compile examples of each from newspapers, magazines, television or radio. (They can select examples of propaganda from either political speeches or commercial advertisements.)

SIMULATION AND RESEARCH EXERCISE

Ask students to consider and evaluate the following two accounts of Patrick Henry's speech in the Virginia House of Burgesses, on May 30, 1765. (Note: Both versions are reprinted here verbatim.)

(a) From William Wirt, *Sketches of the Life and Character of Patrick Henry* (2nd ed., Philadelphia, 1818; first pub. 1817), p. 65: *". . . he exclaimed, in a voice of thunder, and with the look of a god, 'Caesar had his Brutus — Charles the first, his Cromwell, and George the third — ('Treason!' cried the speaker — 'treason, treason,' echoed from every part of the house . . . . Henry faltered not an instant . . . . he finished his sentence with the firmest emphasis) — may profit by their example. If this be treason, make the most of it.' "*

(b) From the diary of an unknown French traveller in North American in 1765, first published in *The American Historical Review* XXVI (July, 1921, p. 745: *". . . . Shortly after I Came in one of the members stood up and said he had read that in former times tarquin and Julus had their Brutus, Charles had his Cromwell, and he Did not Doubt but some good american would stand up, in favour of his Country, but (says he) in a more moderate manner, and was going to Continue, when the speaker of the house rose and Said, he, the last that stood up had spoke treason, and was sorey to see that not one of the members of the house was loyal Enough to stop him, before he had gone so far, upon which the Same member stood up again (his name is henery) and said that if he had afronted the speaker, or the house, he was ready to ask pardon, and he would shew his loyalty to his majesty King G. the third, at the Expence of the last Drop of his blood, but what he had said must be atributed to the Interest of his Countrys Dying liberty which he had at heart, and the heat of passion might have lead him to have said something more than he intended, but, again if he said any thing wrong, he begged the speaker and houses pardon. some other Members stood up and backed him, on which that afaire was droped."*

Have one student read William Wirt's version of the incident. Have a second student portray Patrick Henry as depicted according to this version. Then, have a third student read the traveller's version of the incident. A fourth student should then act out the role of Patrick Henry according to this version. Following the readings and dramatic presentations, have the class discuss which version they are more inclined to believe.

Now, ask students to do some research on Patrick Henry's life and the circumstances surrounding this particular event — what led up to it and what happened after it. Information can be presented either orally or in writing. Following the presentation of this research information, students can discuss whether their original opinion of the incident has changed in the light of their findings.

BY THE PEOPLE

program 6

PROGRAM TITLE

Making Judgments

CONCEPTS

Criteria are used to make judgments. Criteria can be used to make judgments about political decisions, policies and issues.

OBJECTIVES

Students will be able to:

- Give examples of making judgments using criteria.
- Apply criteria in making judgments about political decisions, policies, and issues.

PROGRAM SYNOPSIS

The school board has handed down its decision: Central High will be consolidated with other high schools in the district. The students are "up in arms" about the decision. Mr. Mason encourages them to evaluate the board's decision using a "Judgment Model" which will allow them to make an informed assessment of the decision's validity. Through the experience of Central High students in examining this decision, the viewer will learn about the three steps in a given Judgment Model: Is the decision practical? Is it fair? What will be its effect?

VOCABULARY

(1) values _____

(2) judgment _____

(3) majority rule _____

(4) conscience _____

(5) practical _____

DISCUSSION QUESTIONS

1.* (*Pre- or post- broadcast question*)
Tell the students that a decision has been made to raise the legal driving age in America to 20. Let them discuss how they would attempt to evaluate and judge this decision.

2. In order to show students that there are times when a judgment must be made — even when it is not possible to obtain satisfactory answers to all parts of the model — invite them to examine this situation and judge the decision reached: The County Council has decided to build a new bridge across a local river. There were two possible sites available for the bridge:

Site "A" is some distance out of town. People wishing to use it would have to drive miles away from the city in order to cross the bridge — and then head back toward the city. The total number of people having immediate access to the bridge here is very small. This site, however, is an excellent construction site, and building the bridge here would allow for the bridge's best-engineered construction at the lowest possible cost.

Site "B" is closer to the busiest suburban area of the county. It would offer immediate access to a great many commuters. The site is not good, however, from an engineering point-of-view. Building the bridge here would be expensive; it would require imposing additional taxes on the citizens.

The Council has decided to use Site "A".

3. Ask students to locate examples of some recent decisions that have been made on either a local, national, or international level. They can find such examples in daily newspapers or in weekly news magazines. Have them run these decisions through the Judgment Model to see whether the judgments are practical and fair.

4. Judgments inevitably involve values. Invite students to discuss, debate and write their opinions on the issue of athletic scholarships to college. Is it possible to make a judgment on this cause without involving "values?"

SIMULATION AND RESEARCH EXERCISE

Stage a "mock trial" to judge any (or all) of the following politically-determined decisions: (1) possession of marijuana is illegal; (2) 18 is the legal voting age; (3) the highway speed limit is 55 m.p.h.; (4) girls' college sports must be given as much financial assistance as boys'. In each case, have students first find out some historical background about each decision . . . . when it became law (if it is law) and whether or not it was a much-debated issue before becoming law.

BY THE PEOPLE

program 7

PROGRAM TITLE

Making Decisions

CONCEPTS

Alternatives and consequences to a decision problem can be identified. Individual goals in a decision problem can be identified. Individual goals make the consequences of a decision acceptable or unacceptable.

OBJECTIVES

Students will be able to demonstrate thoughtful decision-making, by:

- recognizing alternatives to a decision problem;
- identifying the consequences of each alternative;
- identifying the goals in a decision problem;
- labeling the consequences of alternatives as acceptable or unacceptable in light of the goals.

PROGRAM SYNOPSIS

Having judged as acceptable the school board's decision to consolidate high schools, the students are now faced with individual decisions: whether to move to the new school or drop out of school prior to graduation. Mr. Mason introduces them to a "Decision Making" model. As some of the Central High students work through this model, the viewer sees the way the model works as well as the importance of making logical and reasoned decisions.

VOCABULARY

(1) alternative _____

(2) consequence _____

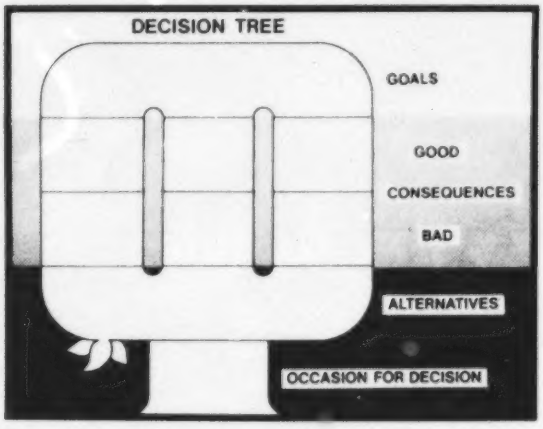
(3) theoretical _____

(4) logical _____

(5) goals _____

DISCUSSION QUESTIONS

1.* *(Pre- or post- broadcast question)*
One of the most important decisions facing students is what to do when their high school days are over. Choices usually include: going to (four-year, vocational or community) college, getting a job, entering the service. Invite students to discuss how they, personally, will go about making this important decision.



2. Display the "Decision Tree." Ask students to suggest some decisions relevant to their own lives. Have them fill in the various parts of the model with regard to these decisions.

3. Tell students to locate — in the local news — some examples of decisions that have recently been made (or are about to be made) on a local, national or international level. Have students apply the Decision Tree model to see if they agree with the decisions — under the circumstances in which they were made.

SIMULATION AND RESEARCH EXERCISE

Establish a "Decision Forum" in which any of the questions below is discussed and examined. Ask students to research the "input" details of these actual decisions; then have them act out the roles of people who represented the various viewpoints brought together as the decision was reached:

(a) Should the U.S.A. join the United Nations?
(b) Should the sale of alcohol be prohibited?
(c) Should public information be given in English only?
(d) Should gambling be legalized?

BY THE PEOPLE

program 8

PROGRAM TITLE

Choosing a Candidate

CONCEPTS

Criteria exist for choosing candidates for office who are more likely to promote and protect individual interests. Individuals apply criteria differently in making choices.

OBJECTIVES

Students will be able to:

- Give examples of criteria used in choosing a candidate for office.
- Apply the criteria in choosing a candidate.

PROGRAM SYNOPSIS

Ed Mason has decided to run for County Councilman. He practices campaigning on his students, who quickly see through his attempts to hustle them into supporting him — for the wrong reasons. Mason takes this opportunity to suggest that students examine the criteria they use in choosing a candidate. Throughout the program, the viewer becomes aware of the criteria that should be used in making a wise choice when it comes to selecting a candidate.

VOCABULARY

(1) candidate _____

(2) constituent _____

(3) campaign rally _____

(4) issue _____

(5) platform _____

DISCUSSION QUESTIONS

1.* (*Pre- or post- broadcast question*)
Ask students to discuss which of the people pictured on the reverse page they would choose to represent them. (The page may be duplicated or projected.) Have them give the reasons for their choice. Invite students to discuss the value of selecting a representative based upon appearance only; then ask them to compile a list of more appropriate criteria that could be used in choosing a political candidate.

2. Find some examples of campaign speeches or policy statements in newspapers or magazines. Reproduce and distribute copies, and have students examine them in light of the criteria presented in the program: guilt by association, glory by association, transfer, common folks claim, addressing the issues.

3. Invite one or two candidates who are seeking some local office (or student government candidates) to address the class. Ask students to prepare and present questions to which they would like specific answers. Students can later examine the answers received in light of the criteria listed in the program.

SIMULATION EXERCISE

Have students stage a "mock" election. Several students should be asked to role-play candidates for Class President or Mayor. Some "candidates" should prepare a deliberately questionable platform. All should present their campaign speeches and accept questions from the class. At the end of the session, class members should vote for the candidate of their choice. Discussion may follow as to the criteria used in evaluation and choosing the candidate.

RESEARCH QUESTION

Students can be asked to select a person who was a candidate in a recent local campaign, or one who plans to be a candidate in an upcoming (area) campaign. They should find and summarize some of the candidate's campaign speeches (or policy statements) and then write a critical analysis of why they would or would not vote for that particular candidate. They might like to invite the candidate to the classroom to share his/her campaign experiences and ideas with the students.

BY THE PEOPLE

program **8**

Who Would You Choose To Represent You? Why?

BY THE PEOPLE

program 9

PROGRAM TITLE

Supporting a Candidate

CONCEPT

Citizens can participate in specific activities on behalf of a candidate.

OBJECTIVE

Students will be able to:

- Identify three or more ways in which citizens can work to support a candidate.

PROGRAM SYNOPSIS

The students in Mr. Mason's class are planning to support their teacher in his upcoming bid for election to the City Council. After evaluating their talents and available resources, they discover a number of ways in which they can aid his campaign. When Mr. Mason finds out what his students are planning, he engages them in a discussion of the importance of being fully acquainted with the platform and ideas of the candidate one chooses to support.

VOCABULARY

(1) election _____

(2) potential voter _____

(3) popular vote _____

(4) canvass _____

(5) slander _____

DISCUSSION QUESTIONS

1.* (*Pre- or post- broadcast question*)
Write on the board: "A candidate is only as good as his/her supporters." Lead students in a discussion of the meaning of the word "supporter." Then discuss the importance of "support" for a candidate.

2. Ask students to imagine themselves running for a school or community office. Have them write — or present orally — at least five points of their individual platforms. Keeping the platform in mind, have them compile a list of people and/or groups to whom they would appeal for support, and the form of support they would require in each case.

3. Have students prepare a "press release" reflecting the platform they outlined in the previous question. Remind them that an effective press release should utilize the "5W + H" formula: Who, What, Where, When, Why, and How; and that each main point of the platform should be covered in a separate paragraph.

4. Invite students to look through recent newspapers or magazines for policy statements of various candidates for local or national offices. Have each student compose a letter to a specific candidate, voicing support for the candidate' platform and outlining any actual campaign support s/he thinks s/he could provide. (While these letters do not have to be mailed, the information contained should be realistic in terms of what assistance each student believes s/he could actually render.)

SIMULATION EXERCISE

The program indicated that *canvassing* is an important part of candidate support. This exercise can help students understand the role of the canvasser:

One student will play the role of the canvasser. Other students will represent people being questioned. Those being questioned should exhibit a variety of reactions to the canvasser: disinterested; angry at being approached; ignorant; over talkative; etc. The aim of this exercise is to help students understand how to deal effectively with the various kinds of reactions.

Invite the class to formulate the questions and statements the canvasser will use before the "game" begins.

RESEARCH QUESTION

The program mentioned that Abraham Lincoln ran for office — unsuccessfully — several times. Have students research his various campaigns, in an attempt to determine the factors which may have affected his chances each time.

BY THE PEOPLE

program **10**

PROGRAM TITLE

Voting

CONCEPTS

Voting involves established procedures. To vote, one must meet certain qualifications. Provisions are made for voters with special needs.

OBJECTIVES

Students will be able to:

- Identify the steps in registration and voting;
- Identify the qualifications for voting;
- Identify voting procedures for voters with special needs.

PROGRAM SYNOPSIS

As he prepares for the upcoming election, Mr. Mason encourages his students to learn about the prerequisite procedures necessary for voting. With a voting machine model in the classroom — and through a discussion of Singh's eligibility to vote — viewers are shown the requirements of, and steps in, the voting process.

VOCABULARY

(1) ballot _____

(2) booth _____

(3) challenger _____

(4) eligible _____

(5) representative _____

(6) naturalized citizen _____

(7) voter registration _____

(8) voting judge _____

(9) absentee _____

(10) referendum _____

DISCUSSION QUESTIONS

1.* *(Pre- or post- broadcast question)* Invite students to identify and list the major requirements for voter eligibility.

2. Ask students to prepare a "voter information" fact sheet or poster. It should contain all necessary information relevant to voting in their state, such as: eligibility rules; names, addresses and phone numbers of local organizations that can provide voter assistance; names and addresses of all political parties that have local representation or offices.

3. Have students construct a "Voter Profile" of their class. The profile can be based on these sample questions:

(a) Which political party are you most attracted to: Democratic☐ Republican☐ Independent☐

(b) What is your overall rating of government's performance:

National level:	Good☐	Poor☐	No opinion☐
State level:	Good☐	Poor☐	No opinion☐
Local level:	Good☐	Poor☐	No opinion☐

(c) What factors will influence your decision on whether to register to vote?

The answers to these questions can then be used as a basis for class discussion on voter interest/apathy as well as an index of knowledge about government and potential voter attitudes toward government.

SIMULATION EXERCISE

Hold a "mock election" with several "candidates" running for the office of Class Senator (this person would represent the students at school board meetings). Have an open forum at which the "candidates" present their credentials. Then elect the candidate by ballot.

RESEARCH QUESTION

Ask students to research and write a paper on one of these items associated with the vote: (a) The Voting Rights Act of 1965; (b) Amendments 15, 19, or 26 of the Constitution; (c) Adult Male Suffrage; (d) The stipulation of 18 as the voting age; (e) Universal suffrage.

BY THE PEOPLE

program 11

PROGRAM TITLE

Using Political Resources

CONCEPTS

Political resources can be anything of value. Different influence situations require the use of different political resources.

OBJECTIVES

Students will be able to:

- Define political resources as anything of value used to influence a political decision.
- Identify resources available to an individual in a given influence situation.

PROGRAM SYNOPSIS

Mr. Mason's students have decided that it would be a good idea to turn Central High into a Youth Recreation Center, now that it will no longer be used as a school. They realize it will be necessary to influence the City Council and citizens to their point of view if their dream is to become a reality. With Mr. Mason's help, they gain an appreciation of the resources within their class that can be used to wield political influence.

VOCABULARY

(1) resource _____

(2) influence _____

(3) media _____

(4) petition _____

(5) potential _____

DISCUSSION QUESTIONS

1.* (*Pre- or post- broadcast question*)
Read the paragraph below to the class:

> Lakewood High School has grown considerably over the last five years, to the point that parking has become a real problem. The city owns a large tract of land next to the school. For the past five years, the land has been used as a storage area while two new bridges were being built. Now that the bridges are complete, the land is not being used. The Lakewood City Council has decided to sell the land. The students want to convince the city that the land should be turned over to the school for parking.

Each student should suggest one thing that s/he could do in an attempt to persuade the Council — and the public — to accept their proposal.

2. Ask students to select a (potentially) controversial local issue. Have them collect and distribute newspaper clippings, television program notes, and other related materials that show how the decision is being influenced by one "side" or another. See if they are able to identify the persons leading the influencing, and the kinds of resources being used. From the information collected, ask students to determine if one type of influence is used more often or serves more effectively than others.

SIMULATION EXERCISE

Have students propose and initiate a project impacting a specific "political" issue in their own school or community. The issue might be the need for a traffic light at a particular intersection, or the desire for additional extracurricular activities in the school. Have students outline: (a) What the issue is; (b) Who would make the final decision; (c) Who would have to be influenced to make the decision. Ask them to define the resources best suited to influence both the public and the chief decision maker(s).

RESEARCH EXERCISE

Ask each student to select an organization that is actively engaged in persuading people to its point of view. Have students find out how these organizations got started, what their goals are, and what resources they use to persuade other people to support their goals. This exercise will require historical research, as well as interview and letter writing skills.

BY THE PEOPLE

program 12

PROGRAM TITLE

Influencing Political Decisions

CONCEPTS

Techniques exist to influence political decisions. Influence techniques are related to political resources.

OBJECTIVES

Students will be able to:

- Identify specific techniques which are used to influence political decisions.
- Select influence techniques appropriate to a given set of political resources.

PROGRAM SYNOPSIS

Mr. Mason's class has learned that a construction company intending to build condominiums has bid on the Central High School site. If they are to succeed in their plans to establish a recreation center at their former school, the students must influence both the City Council and the general public. They find out that the media and the lobby are two of the most powerful influence tools at their disposal.

VOCABULARY

(1) lobby _____

(2) statistics _____

(3) media _____

(4) to buttonhole _____

(5) public opinion _____

DISCUSSION QUESTIONS

1.* (*Pre- or post- broadcast question*)
Ask students to talk about the importance and value of the political lobby. Have them identify ways in which the lobby can influence political decisions.

2. The program showed the subtle influence the media can have. To further demonstrate this effect to students, the exercise below can be used:

Collect several newspaper and magazine articles that deal with a current — preferably controversial — issue. Discuss this issue with the class, asking students to respond to several "opinion questions." Over a one or two-week period, introduce the articles collected. Then ask students to respond again to the same "opinion questions." By comparing their current answers with their previous ones, students will be able to determine if the media has influenced their viewpoints.

3. Ask students to design a layout for a newspaper page which could be used to influence the public to a particular viewpoint on an issue of local interest.

SIMULATION EXERCISE

Simulate a lobbying exercise around the issue, "The Legal Driving Age Should Be Changed to 21."

You will need two "legislators": one should take an attitude of impartiality toward the issue; the other should be opposed. You will also need a number of "lobbyists" whose job is to persuade the two legislators to their points of view. Several "reporters" can prepare written or oral reports on the lobbyists' effectiveness in influencing the legislators.

The exercise can be performed twice: once with the lobbyists supporting the proposed legislation, once with the lobbyists arguing against it.

RESEARCH EXERCISE

Have each student research a particular lobby organization. They can find out about and report on the organization's "platform," how it goes about lobbying, what success it has had, and why it has succeeded — or failed.

BY THE PEOPLE

program 13

PROGRAM TITLE

Groups and the Political Process

CONCEPTS

Group political action can be more effective than individual action. Groups have need of the many resources that individuals can provide. Individuals have need of the many resources that groups can provide.

OBJECTIVES

Students will be able to:

- Cite various benefits of belonging to groups for political action.
- Explain how groups benefit from individual resources.
- Explain how individuals benefit from group resources.

PROGRAM SYNOPSIS

When Mr. Mason's students learn that the Greenway Corporation is moving ahead with its plans to use the Central High School land for condominium development, they fear that their plans for maintaining the school as a Youth Recreation Center may not succeed. Mr. Mason shows them that their "influence activities" have been too diversified; the students have been working independently. They realize that working collectively will give them greater strength and solidarity. As they explore this idea, the viewer is made aware of the advantages of collective action — for both the group and the individual.

VOCABULARY

(1) advocate _____

(2) ad hoc committee _____

(3) solidarity _____

(4) motion _____

(5) diversity _____

DISCUSSION QUESTIONS

1.* *(Pre- or post- broadcast question)*
Ask the class to discuss ways in which a group can be more effective than an individual in bringing about political action.

2. Have students study several recent issues of a local newspaper and list the names of groups that are reportedly active in the community. Write the most frequently mentioned groups on the board, together with a note of the areas of interest in which these groups are involved. Ask the students to discuss what they can learn about the composition and attitudes of their community from this list. Ask them to suggest groups in which they would like to see greater activity.

3. Invite speakers from some of the local groups referred to above to address the class about their work and organization. (Speakers can be from politically-oriented or special interest groups.) Ask the speakers to discuss — in particular — the difficulties and effectiveness inherent in group organization.

SIMULATION EXERCISE

Assign students the task of organizing a school outing, such as a class picnic. Ask each student, individually, to detail plans for the outing. After ten minutes, have some of the plans read aloud. Now discuss the work that remains to be done to put the plans into effect. Then, divide the class into five small groups or committees to make arrangements for: food, transportation, location, fund raising, and entertainment. Assign committee leaders; then, allow each group to spend 15-20 minutes outlining its plans. Finish this exercise by asking students to analyze and contrast the differences resulting from working independently and working in groups.

RESEARCH EXERCISE

Ask students to research and write a paper about any well known politically-involved group — past or present. The paper should include a brief history of the group, with emphasis on the group's founding leaders and their aims, an outline of the platform the group supports, and some discussion of the group's successes or failures. Possible groups to consider include: The authors of the Declaration of Independence, The Boy/Girl Scouts, The League of Nations, The National Organization of Women, The Black Panthers, The American Civil Liberties Union.

BY THE PEOPLE

program **14**

PROGRAM TITLE

Organizing a Group

CONCEPT

Groups can be organized for political action.

OBJECTIVE

Students will be able to identify the steps in organizing a group for political action.

PROGRAM SYNOPSIS

In an attempt to influence the public and the City Council to support the establishment of a Youth Recreation Center at Central High School, the students have decided to form a "group." Under stress, however, they find that their group is not working as well as it should. With Mr. Mason's help, they see that their group is not correctly structured. They also learn that the purposes of any group can be undermined — even destroyed — by a few "rotten apples." As they restructure their group and begin to work more cohesively, the students gain confidence in their ability to challenge the plans of the Greenway Condominium Corporation.

VOCABULARY

Define the role played by each of the below as a function of the group:

(1) officer _____

(2) president _____

(3) secretary _____

(4) treasurer _____

(5) assigned duties _____

DISCUSSION QUESTIONS

1.* (*Pre- or post- broadcast question*)
Ask the class to suggest, and list on the board, the "ingredients" necessary for a group to work efficiently.

2. What considerations would students examine in a group they might consider joining? (Possible criteria may include: how well the group's platform suits their own ideas, whether the group is visible and active, whether the group is "respected," whether the group has realistic goals, whether the group is well organized, etc.)

3. Have students propose the formation of a group they think needs to exist on the local level. (This should be a group that does not currently exist.) Have them develop and write the group's platform, and suggest ways in which the group could be mobilized to influence public thinking or government action.

SIMULATION EXERCISE

Students can experience the difficulties of working with a poorly organized group by performing this exercise: Write the titles of various group disrupters — The "Know-It-All," "Do-It-All," "Self Aggrandizer," "Pessimist," "Non-Stop-Talker," "Forgetter," etc. — on slips of paper. (Other group "disrupters" can be suggested by the class.) Distribute these slips at random to the class. The "role" each person receives is the role s/he must play, as the group tries to organize a school function — a dance, excursion, or newspaper advertising campaign. (Other activities can be suggested by students.) After these roles have been portrayed, the group can be restructured correctly. The class can compare the resulting difference in efficiency as they work on the same project, or a new one.

RESEARCH EXERCISE

Have the students research and present information (in a paper or orally) on any currently active group, such as: The Gray Panthers, The National Education Association, The American Medical Association, The American Association of Retired Persons, The National Rifle Association, The National Association for the Advancement of Colored People, The National Organization of Women, etc. Have students investigate and report when the group was formed, what its main platform is, what its major activities are, etc. Students might like to invite speakers from some of these groups to address the class on the advantages of working as a group.

BY THE PEOPLE

program 15

PROGRAM TITLE

Using Legal Assistance

CONCEPT

There are times when citizens need professional legal help, such as is provided by lawyers and Small Claims Court.

OBJECTIVE

Students will be able to:

- Explain how to use the professional services provided by lawyers and Small Claims Court.
- Explain when such legal help as is provided by lawyers and Small Claims Court is necessary.

PROGRAM SYNOPSIS

Mr. Mason's class is determined that Kelso should be compensated for the defective tire he purchased. As the tire company is unwilling to take any responsibility, Mr. Mason suggests that the best recourse would be to present the "case" in court. As the class "tries" Kelso's case, the viewer learns about Small Claims Court processes as well as some details on when and how to seek assistance from a lawyer.

VOCABULARY

(1) plaintiff _____

(2) defendant _____

(3) witness _____

(4) warrant _____

(5) notarize _____

(6) affidavit _____

(7) verdict _____

DISCUSSION QUESTIONS

1.* *(Pre- or post- broadcast question)*
Ask students to discuss some services provided by lawyers. Ask them to specify instances when a lawyer's services are really essential and other examples of when they could take a problem to court without a lawyer's assistance.

2. Have the class attend a session of a local People's or Small Claims Court. After the visit, ask students to write a brief description of the proceedings, listing some of the cases and judgments that were handled by the Court.

3. Invite a local lawyer to address the class on the subject, "Consulting a Lawyer." The emphasis of this talk should be on helping students to understand when it is necessary to seek the services of a lawyer, and how to go about finding and engaging one.

SIMULATION EXERCISE

Have students act out the following Small Claims Court case. Appoint class members to role-play the parts of Mrs. Jones, Miss Robinson and the Small Claims Court judge. Three or four different groups can, in turn, present the case as they think it would proceed. Class discussion should follow the various presentations.

Mrs. Jones has put a $150 cash deposit on an apartment which she said she would rent from the first of the month. She did not ask for a receipt for the payment. The next day, however, she found an apartment that she liked better and she wanted to get out of her original agreement. Miss Robinson, the rental agent, would not return the deposit, saying that it was a security deposit to protect her against such inconveniences as this — having to re-advertise, show the apartment, and be available to potential renters all over again. Mrs. Jones has taken her claim to Small Claims Court.

RESEARCH EXERCISE

Assign students to research and prepare a "Legal Directory" for their town, city, or suburb. The Directory should be an alphabetical listing of all lawyers and law firms, as well as a listing of all legal aid and court-associated organizations. It should contain a brief description of the type of work done by each firm or group, and highlight those groups which provide free or inexpensive legal services.

BY THE PEOPLE

program **16**

PROGRAM TITLE

Using Government Agencies

CONCEPTS

Government agencies can provide services and administer laws. These services and laws affect individual citizens. Basic steps in dealing with government agencies can be identified.

OBJECTIVES

Students will be able to:

- Explain how government agencies are organized to provide services and administer laws.
- Cite examples of ways in which the services of government agencies affect individual lives.
- List the basic steps in dealing with government agencies.

PROGRAM SYNOPSIS

Terri Bryce has broken a leg in a fall at the restaurant where she works. She is disturbed more by the fact that she has been fired than by her injury. Mr. Mason tells her that there are laws which protect her from being dismissed under such circumstances. As the class explores Terri's options, the audience becomes aware of a variety of government agencies which exist to assist citizens. The program outlines the steps to be taken in dealing with a government agency, and details the specific services of some of these agencies.

VOCABULARY

(1) agency _____

(2) administrator _____

(3) disabled _____

(4) rehabilitation _____

(5) worker's compensation _____

DISCUSSION QUESTIONS

1.* (*Pre- or post- broadcast question*)
Ask students to name any government agencies which they know are helpful to citizens in such matters as legal aid, housing needs or medical assistance. List these agencies on the board and have students discuss what they know about the role of each.

2. Ask students to find out which government agency they would contact to inquire about: (a) a driver's license or automobile title, (b) birth registration, (c) a property title, (d) health innoculations, (e) a permit to open a restaurant, (f) a dog license, (g) a vendor's license to sell on the street (food, buttons, etc.), (h) removing noxious weeds from land, (i) removing large amounts of trash, (j) building an extension on a house.

3. Invite a speaker from a government agency (such as The Better Business Bureau, Chamber of Commerce, State Attorney's Office or District Attorney's Office, Federal Trade Commission, or Food and Drug Administration). Have the speaker address the class on the functions of the agency and the ways in which citizens can use it. Ask students to prepare questions in advance.

SIMULATION EXERCISE

Assign students to act out various roles in the following situation. This will require some research so that they understand the possibilities and limitations of the roles they are playing.

The Gruber family has run into hard times. They were involved in a traffic accident in which Mr. Gruber was seriously injured. He will be unable to work for at least six months, and therefore, has been laid off his job. On the day of the accident, Mrs. Gruber had quit her job to take a maternity leave; she is expecting a baby soon. There are three young children — all under seven — in the family. The hospital social worker discusses the family's problems and advises Mrs. Gruber where to go for help.

Have the class decide which government agencies Mrs. Gruber would go to and what help they would be likely to offer.

RESEARCH QUESTION

Ask the class to prepare a directory of government services that are available locally. Some of this information can be found under the "Local Government" heading of the telephone book. The directory, however, should contain more than just a list of titles, addresses and telephone numbers; it should give detailed information on the kinds of services provided by each agency.

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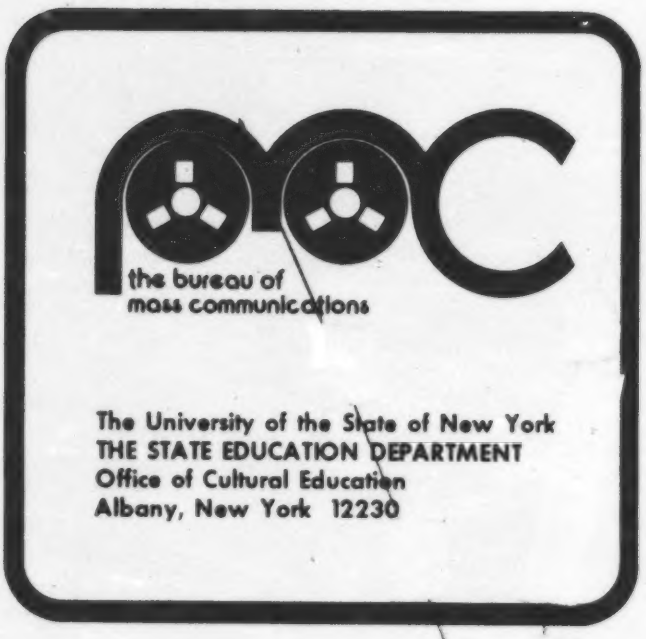

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